DOCUMENT RESUME

ED 094 701 52 IR 000 882

TITLE	Annual Report of Federal Assistance Program, Fiscal Year 1972. Part III, Narrative Report.
INSTITUTION	Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
SPONS AGENCY	Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.
PUB DATE	73
NOTE	55p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Annual Reports; *Federal Programs; Instructional Materials; *Instructional Media; Media Research; Media Selection; Media Specialists; *Program Costs; Program Evaluation; *State Surveys
IDENTIFIERS	Elementary Secondary Education Act Title II; ESEA Title II; *Maryland

ABSTRACT

Administrators, school media supervisors, and supervisors of instruction in the state of Maryland responded to a series of questions about the Elementary and Secondary Education Act, Title II, related to the implementation of the act, the utilization of federal funds, and the spread of media services through the state of Maryland. Tables giving relevant figures of expenditures and resources were compiled for the public schools (by county), the independent schools, and the parochial schools. The administrators discussed the management, evaluation, dissemination, and needs of media affected by the act. Program development and evaluation were the main concerns of the school media supervisors. (WH)

ED 094701

ANNUAL REPORT OF FEDERAL ASSISTANCE PROGRAM, FISCAL YEAR 1972

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE II, P. L. 89-10, AS AMENDED

Part III: Narrative Report

Section 1: Report of the State Title II Administrators

Section 2: Report of the State School Media Supervisors

Section 3: Report of the State Supervisors of Instruction

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Submitted by:

School Media Services Section
Division of Library Development and Services
Maryland State Department of Education

IR 002 888

SECTION I - REPORT OF THE STATE TITLE II ADMINISTRATORS

A. Management

1. What considerations were given to the ESEA, Title II, program in comprehensive State education agency planning?

All programs and activities have been related to the overall comprehensive State planning.

The Maryland State Department of Education was engaged in the American Management Association program. This effort involved the establishment of objectives by the State Department of Education and each Division within the Department. The Assistant State Superintendent for Libraries and the Assistant Director of the Division of Library Development and Services attended training programs sponsored by the American Management Association and served on the committee for the development of objectives for the entire State Department of Education.

One of the objectives of the Division of Library Development and Services indicates that all students will have the library media resources and services they need to support educational and individual objectives. The ESEA, Title II, program is one important part of the attempt to meet this objective.

2. How did planning for the management of the Title II program relate to overall State Education agency planning?

The ESEA, Title II, program was related to overall Maryland State Department of Education planning in that it provided materials to support identified priority programs, particularly in the area of reading.

The Office of Field Services in the Bureau of Educational Programs divides the State into four regions, with a coordinator assigned to each region. Staff of the School Media Services Section meets monthly with representatives of each of the four regions. In these meetings the questions are answered about the ESEA, Title II, program. This is the customary way for information to be channeled to the local public school systems. Written communications are sent to the superintendents of schools, personnel responsible for school library/media programs in public schools, headmasters and principals of private schools, and library coordinators of the archdioceses.

3. What adjustments were made in the relative need, criteria, and formula to redirect the Title II program to new needs or priorities?

The revised State plan for the Elementary and Secondary Education Act (ESEA), Title II, which was approved by the State Board of Education in June 1971, stipulates that funds made available to the State will be spent to provide materials related to educational priorities which have been identified by the State and local school systems. The Statewide priorities stress improvement in reading, increased acceptance of people of different ethnic or racial backgrounds, and programs in early childhood education. Other priorities which have been identified by local school systems include the need to acquaint children who speak only a foreign language with the English language, for programs on drug awareness, and for programs on family living.

Local public school systems and nonpublic schools submit projects to the Division of Library Development and Services for the purchase or loan of materials, both print and nonprint, which are useful in their priority programs.

Funds are allocated to public school systems on the basis of the relationship of the economic resources of the system to the economic resources of the State. The Division of Library Development and Services lends books and audiovisual materials to the nonpublic schools. These schools submit projects with requests for selected materials related to their priority programs; by contractual arrangement with one public school system, the Division purchases the materials, has them cataloged, processed, and delivered to the school requesting them.

Catholic schools in the Archdioceses of Washington and Baltimore submit their projects to the Division of Library Development and Services through the diocesan educational divisions; other nonpublic schools submit their projects directly to the Division.

In order to be eligible for participation in the ESEA, Title II, program both public school systems and nonpublic schools must comply with State compulsory attendance laws and be in compliance with Title VI of the Civil Rights Act.

Funds remaining after general allocation were used for Special Purpose Grants. They were as follows:

Anne Arundel County, Carroll County, Charles County, Talbot County, each $450 for Reading materials.

Queen Anne's County - $23,000 for reading and ethnic and cultural materials.

Other funds will be used for ethnic and cultural materials to be used at system levels.

ESEA II FY 72

March 27, 1972

UNIT	FUNDS ALLOCATED
Archdiocese of Washington	$ 41,410.00
Archdiocese of Baltimore	76,283.75
Diocese of Wilmington	1,932.50
Nonpublic	17,293.75
Institutions	30,000.00
Blind and Deaf	933.75
Public	1,452,936.00 + 3,191.00*
Total	$ 1,620,789.75
Administration	87,027.00
Special Purpose Grant	32,727.25
Total Grant	1,740,544.00

* balance due because of mistake in FY 71 allocation.

DISTRIBUTION OF TITLE II ESEA
MARYLAND PUBLIC SCHOOL LIBRARIES - 1971-72

Local Unit	(1) Enrollment 9/30/70	(2) Ratio State: Local Wealth per Pupil FY 1971	(3) x $1.25 (2) x $1.25	(4) x Pupils (3) x (1)	(5) Basic Grant	(6) Total (4) + (5)
Total State	913,196	1.000	$1.25	$1,217,936.	$235,000.	$1,452,936
Allegany	17,653	1.224	1.53	27,009.	10,000.	37,009.
Anne Arundel	74,028	1.208	1.51	111,782.	10,000.	121,782.
Baltimore City	192,826	1.246	1.56	300,809.	20,000.	320,809.
Baltimore	134,179	0.841	1.05	140,888.	20,000.	160,888.
Calvert	5,891	1.421	1.78	10,486.	5,000.	15,486.
Caroline	5,366	1.711	2.14	11,483.	5,000.	16,483.
Carroll	16,620	1.170	1.46	24,265.	10,000.	34,265.
Cecil	12,382	1.357	1.70	21,049.	10,000.	31,049
Charles	13,165	1.420	1.78	23,434.	10,000.	33,434.
Dorchester	6,615	1.262	1.58	10,452.	5,000.	15,452.
Frederick	19,389	1.020	1.28	24,818.	10,000.	34,818.
Garrett	5,581	1.432	1.79	9,990.	5,000.	14,990.
Harford	30,670	1.281	1.60	49,072.	10,000.	59,072.
Howard	17,208	0.921	1.15	19,789.	10,000.	29,789.
Kent	3,934	1.012	1.27	4,996.	5,000.	9,996.
Montgomery	125,802	0.652	0.82	103,158.	20,000.	123,158.
Prince George's	160,900	1.047	1.31	210,779.	20,000.	230,779.
Queen Anne's	4,780	1.114	1.39	6,644.	5,000.	11,644.
St. Mary's	11,206	1.939	2.42	27,119.	10,000.	37,119.
Somerset	4,674	1.818	2.27	10,610.	5,000.	15,610.
Talbot	4,957	0.748	0.94	4,660.	5,000.	9,660.
Washington	23,980	1.154	1.44	34,531.	10,000.	44,531.
Wicomico	14,658	1.234	1.54	22,573.	10,000.	32,573.
Worcester	6,732	0.892	1.12	7,540.	5,000.	12,540.

Column (2) represents the general economic resources of a school district in relation to the general economic resources of the State.

Column (3) represents the per pupil amount times the county's ratio figure.

Under 10,000 - $5,000.00
10,000 to 99,000 - $10,000.00
100,000 plus - $20,000.00

INDEPENDENT SCHOOLS - FY 1972

Number	School	Materials	Processing	Total
6036	Key School	$ 372.00	$ 93.00	$ 465.00
6052	St. Paul's Lutheran	174.00	43.50	217.50
6054	St. Paul's Lutheran School	170.00	42.50	212.50
6058	Severn School	338.00	84.50	422.50
6068	Bais Yaakov School for Girls	485.00	121.25	606.25
6076	Bryn Mawr School	513.00	128.25	641.25
6078	Calvary Christian Day School	215.00	53.75	268.75
6096	Friends School	712.00	178.00	890.00
6100	Gilman School	721.00	180.25	901.25
6138	Ralph Young Boys School	118.00	29.50	147.50
6140	Roland Park Country School	482.00	120.50	602.50
6142	Samuel Ready School, Inc.	192.00	48.00	240.00
6144	School of the Chimes	65.00	16.25	81.25
6148	Talmudical Academy of Baltimore	436.00	109.00	545.00
6160	Baltimore Lutheran High School	355.00	88.75	443.75
6166	Beth Tfiloh Day School	259.00	64.75	323.75
6170	Boys Latin School	480.00	120.00	600.00
6206	The Hannah More Academy	223.00	55.75	278.75
6232	McDonogh School, Inc.	783.00	195.75	978.75
6238	The Park School	566.00	141.50	707.50
6242	Pilgrim Christian Day School	111.00	27.75	138.75
6250	St. James Academy	104.00	26.00	130.00
6258	St. Pauls School For Boys	615.00	153.75	768.75
6260	St. Pauls School For Girls	237.00	59.25	296.25
6264	The St. Timothys School	134.00	33.50	167.50
6266	Sheppard Pratt Children's Center	11.00	2.75	13.75
6279	The Calverton School	202.00	50.50	252.50
6318	Harford Day School	169.00	42.25	211.25
6326	Glenelg Country School, Inc.	130.00	32.50	162.50
6336	Barrie Peter Pan School, Inc.	94.00	23.50	117.50
6346	Bullis School	320.00	80.00	400.00
6350	Calvary Lutheran School	176.00	44.00	220.00
6356	Christ Church Child Center	55.00	13.75	68.75
6364	Cynthia Warner School	95.00	23.75	118.75
6370	Grace Episcopal	84.00	21.00	105.00
6380	McLean School	225.00	56.25	281.25
6402	Potomas Montessori School	160.00	40.00	200.00
6412	Sandy Spring Friends School	180.00	45.00	225.00
6414	Sidwell Friends Lower School	282.00	70.50	352.50
6422	Solomon Schechter Day School	164.00	41.00	205.00
6430	Takoma Academy	521.00	130.25	651.25
6434	Town & Country Day School	288.00	72.00	360.00
6445	Yeshiva High School	40.00	10.00	50.00
6452	Ascension Lutheran Elementary School	228.00	57.00	285.00
6458	Canterbury School	79.00	19.75	98.75
6466	Concordia Lutheran School	317.00	79.25	396.25
6474	Edgemeade School	90.00	22.50	112.50
6488	Holy Trinity Parish Day School	131.00	32.75	163.75
6498	Queen Anne School	145.00	36.25	181.25
6514	Charlotte Hall School	136.00	34.00	170.00
6523	Heritage Academy	212.00	53.00	265.00
6526	St. James School	144.00	36.00	180.00
6536	Worcester Country School	129.00	32.25	161.25

INDEPENDENT SCHOOLS - FY 1972 (continued)

Number	School	Materials	Processing	Total
11h7	Martin de Porres Center	$ 63.00	$ 15.75	$ 78.75
5046	Good Shepherd Center	105.00	26.25	131.25
		$13,835.00	$ 3,458.75	$17,293.75

ARCHDIOCESE OF WASHINGTON - FY 1972

Number	School	Materials	Processing	Total
2004 H	Archbishop Neale High School	$ 800.00	$ 200.00	$ 1,000.00
2004 E	Archbishop Neale Elementary School	500.00	125.00	625.00
2008	St. Mary Star of the Sea, Indian Head	700.00	175.00	875.00
2014	Country Day School of the Sacred Heart, Stone Ridge	1,500.00	375.00	1,875.00
2026	Our Lady of Good Counsel High School	1,600.00	400.00	2,000.00
2036	St. Bernadette	480.00	120.00	600.00
2040	St. Catherine Laboure	1,000.00	250.00	1,250.00
2042	St. Elizabeth, Rockville	700.00	175.00	875.00
2046	St. John the Baptist, Silver Spring	566.00	141.50	707.50
2048	St. John the Evangelist, Silver Spring	1,532.00	383.00	1,915.00
2056	St. Maurice Day School	500.00	125.00	625.00
2058	St. Michael, Silver Spring	400.00	100.00	500.00
2062	School of the Holy Child	1,800.00	450.00	2,250.00
2066	Bishop McNamara High School	1,000.00	250.00	1,250.00
2068	DeMatha Catholic High School	1,500.00	375.00	1,875.00
2070	Elizabeth Seton High School	1,050.00	262.50	1,312.50
2072	Holy Family School	1,000.00	250.00	1,250.00
2080	Our Lady of Sorrows	1,000.00	250.00	1,250.00
2086	St. Ambrose	800.00	200.00	1,000.00
2088	St. Ann's Infant Home	1,000.00	250.00	1,250.00
2090	St. Bernard	2,000.00	500.00	2,500.00
2096	St. Ignatius, Oxon Hill	1,000.00	250.00	1,250.00
2104	St. John Evangelist, Clinton	700.00	175.00	875.00
2108	St. Margaret	500.00	125.00	625.00
2110	St. Mark, Hyattsville	1,000.00	250.00	1,250.00
2112	St. Mary, Piscataway	1,500.00	375.00	1,875.00
2116	St. Mary, Landover	700.00	175.00	875.00
2118	St. Mary, Laurel	400.00	100.00	500.00
2122	St. Philip the Apostle	1,000.00	250.00	1,250.00
2124	St. Pius X, Bowie	1,000.00	250.00	1,250.00
2130	Holy Angels/Sacred Heart	1,000.00	250.00	1,250.00
2136	Little Flower School, Great Mills	850.00	212.50	1,062.50
2138	Mother Catherine Spalding School	700.00	175.00	875.00
2140	Ryken High School	500.00	125.00	625.00
2144	St. Mary's Academy, Leonardtown	850.00	212.50	1,062.50
		$33,128.00	$ 8,282.00	$41,410.00

ARCHDIOCESE OF BALTIMORE - FY 1972

Number	School	Materials	Processing	Total
1006	St. Mary's	$ 1,000.00	$ 250.00	$ 1,250.00
1010	St. Patrick's Elementary School	1,500.00	375.00	1,875.00
1034	Archbishop Curley High School	3,000.00	750.00	3,750.00
1044	Catholic High School	2,500.00	625.00	3,125.00
1050	Institute of Notre Dame	2,000.00	500.00	2,500.00
1051	John XXIII	2,500.00	625.00	3,125.00
1052	Mercy High School	2,000.00	500.00	2,500.00
1060	Our Lady of Fatima School	1,000.00	250.00	1,250.00
1066	Our Lady of Pompei School	1,000.00	250.00	1,250.00
1086	St. Ann	2,600.00	650.00	3,250.00
1092	St. Benedict School	2,390.00	597.50	2,987.50
1130	St. James & St. John School	2,500.00	625.00	3,125.00
1136	St. Katherine	3,000.00	750.00	3,750.00
1158	St. Patrick's School	2,720.00	680.00	3,400.00
1170	St. Rose of Lima School	1,500.00	375.00	1,875.00
1180	St. William of York School	3,000.00	750.00	3,750.00
1182	Seton High School	3,000.00	750.00	3,750.00
1200	Loyola High School	2,500.00	625.00	3,125.00
1220	Our Lady of Perpetual Help	1,422.00	355.50	1,777.50
1226	Our Lady Queen of Peace	1,000.00	250.00	1,250.00
1228	Our Lady of Victory School	2,680.00	670.00	3,350.00
1230	Sacred Heart School	2,280.00	570.00	2,850.00
1234	St. Charles Borromeo School	3,000.00	750.00	3,750.00
1246	St. Joseph	2,430.00	607.50	3,037.50
1262	St. Stephen's Catholic School	1,750.00	437.50	2,187.50
1274	St. John	500.00	125.00	625.00
1282	Mother Seton School	3,000.00	750.00	3,750.00
1286	St. John's Elementary School	1,185.00	296.25	1,481.25
1288	St. Joseph's High School	1,070.00	267.50	1,337.50
1296	St. Joan of Arc	500.00	125.00	625.00
1304	St. Augustine	500.00	125.00	625.00
		$61,027.00	$15,256.75	$76,283.75

DIOCESE OF WILMINGTON - FY 1972

Number	School	Enrollment	Materials	Processing	Total
3002	Benedictine Sch. for Exceptional Child.	140	$140.00	$ 35.00	$175.00
3004	Good Shepherd School	244	244.00	61.00	305.00
3006	Immaculate Conception School	416	416.00	104.00	520.00
3013	St. Peter and St. Paul School	561	561.00	140.25	701.25
3014	St. Francis de Sales School	185	185.00	46.25	231.25
Total		1,546	$1,546.00	$386.50	$1,932.50

4. What action was taken to assign responsibilities for carrying out the Title II objectives for the last fiscal year?

Staff of the School Media Services Section of the Division of Library Development and Services was responsible for carrying out the Title II objectives; this involved disseminating information, planning and developing projects with local educational agencies, and serving as consultants, evaluators, and program specialists to the local educational agencies. The State Board of Education adopted priorities which were incorporated into the ESEA, Title II, applications. Local school systems could request funds for materials to support programs in reading, ethnic and cultural minorities, early childhood education, family life and human development, and drug awareness; private schools could request loans of materials in the same areas. The individual school allocations for loan of materials were made to the private schools and they requested materials through the Division of Library Development and Services. As in the preceding years, the requests were accepted and handled through the subagency.

5. What technical assistance did the State provide to local educational agencies in project development? To what degree did the State monitor projects in local educational agencies after approval?

The State provided assistance to the local educational agencies by:

a. Making allocations according to the formula and priorities and interpreting this information to the local units;

b. Providing guidelines and procedures to assist in the development of projects;

c. Conferring with appropriate administrators to reaffirm the necessity for maintenance of local effort in the acquisition of library and other instructional materials, both print and nonprint;

d. Assisting in making allocations as to priorities;

e. Working with other Federal program managers in the State Department of Education to utilize funds cooperatively;

f. Suggesting ways of coordinating all federal funds at the local educational agency level.

The State provided expertise in evaluating existing programs and in providing suggestions for upgrading library/media services and resources.

Projects were monitored by on-site visits, discussions with regional coordinators, and conferences with personnel responsible for library/media programs.

Deadlines for project submission, quarterly financial reports, and encumberances of Federal funds were monitored from the office of the ESEA, Title II, administrators.

6. What services in connection with the Title II program were provided by the State to private school teachers, media personnel, and administrators?

The State provided assistance to private school personnel by:

a. Conferring with the Coordinators of Library Programs of the Archdiocese of Washington and the Archdiocese of Baltimore. These Archdioceses were handled as systems. Therefore, conferences were held with the coordinators of library programs for each Archdiocese;

b. Providing guidelines and procedures to assist in the development of projects;

c. Making allocations to the individual schools according to the priorities and formula;

d. Providing the schools with a list of approved selection sources to assist them in the selection of materials;

e. Providing the schools with Instructions for Requesting Materials to be Loaned Under ESEA, Title II;

f. Providing inservice training to the Archdiocese of Washington school administrators and library/media personnel;

g. Visiting nonpublic schools;

h. Cooperating with the Division of Certification and Accreditation, Nonpublic Elementary and Secondary School Section.

7. How did the methods and terms by which materials were made available to private school children and teachers differ from those used in serving public school children and teachers?

The differences in the methods and terms by which materials were made available to private school children and teachers were:

Private	Public
a. Administration of the program were at the State level.	a. Administration of the program was at the local education agency level.
b. Schools requested materials to be borrowed from the State.	b. Schools received the funds and the materials purchased were owned by the individual school and became part of the permanent collection.
c. Schools were somewhat limited to selection of materials from the list of sources provided by the State (a very inclusive list.)	c. Schools were allowed to order material according to the local education agency policy.
d. All school library resources borrowed from the State were fully processed and cataloged.	

8. In what ways were you able to coordinate Title II with other programs of federal financial assistance, such as ESEA, Titles I, III, V, VI, VII, VIII; NDEA, Title III and V-A; LSCA, Title III?

Local educational agencies reported that they attempted to coordinate federal funds as follows:

a. Each local education agency has a Coordinator of Federal Programs with the responsibility to assure that all federal programs were coordinated.

b. The person responsible at the system level for school library/media programs worked closely with the Coordinator of Federal Programs, school administrators, library/media personnel, and teachers to utilize ESEA, Title II, funds effectively.

c. Purchases of materials made with ESEA, Title I, II, and III funds were coordinated.

d. NDEA, Title III, funds were utilized for equipment.

e. ESEA, Title I, aides have been trained to utilize materials and equipment effectively and to work in school library/media centers.

f. Schools with federally funded drug abuse programs used ESEA, Title II, funds to help support the program.

g. Vocational-guidance programs under NDEA, Title V-A, have been supported by Title II materials selected to meet the needs of students and teachers.

h. Renovations of existing school buildings to expand and/or establish new library/media center facilities created the need for careful use of all federal funds. A number of schools were renovated to provide new or expanded media centers.

i. ESEA, Titles I and II, funds have been used to strengthen the collections of materials for early childhood education, especially kindergarten programs.

j. Materials have been purchased to support State and local priorities; i.e., reading, the understanding of ethnic and cultural minorities, early childhood education, drug awareness, family life and human development, career education, and ecology.

k. LSCA and ESEA, Title II, administrative staff cooperated on programs.

The Specialist in Community Services, LSCA Title I, has shared responsibility for working with local education agencies and local school personnel in the area of reading for the disadvantaged.

l. The NDEA, Title V-A, Interdivisional Task Force on Career Development and Vocational Guidance, provided an opportunity for cooperative efforts with personnel to serve on the Task Force.

m. Summer programs, under ESEA, Title I, depend heavily on the libraries reinforced by Title II materials.

n. Title I consultants in inservice meetings gave encouragement and recommendations for purchase of materials in early childhood education. Implementation of grade six reading project received impetus from inservice work at two junior high schools.

o. Early Childhood education programs in two elementary schools were funded by Title I. However, those schools received Title II funds for library/media.

B. Evaluation

1. What were the results of the evaluative procedures used to measure the implementation and outcomes of the objectives formulated for the Title II program for the last fiscal year?

Measurements were most apparent in quantative form. Also see Section II, B.

2. What other studies or surveys of the Title II program were initiated or conducted to assess improved educational opportunities for elementary and secondary school children and teachers?

There is an annual School Library/Media Center Report from every school, both public and private, within the State. Statistical Summary Charts were made upon the collection of data contained in

TOTAL ADDITIONS TITLE II ESEA FY 72

	School Library Resources		Other Instructional Materials		Textbooks	Grand Total
	Print	Non-Print	Print	Non-Print		
Total Public	167,971	86,584	--	--	--	268,101
Schools	161,945	79,324	11,866	741	939	254,815
System Level	6,026	7,260	--	--	--	13,286
Total Private Schools	13,554	10,147	--	--	--	23,701
Archdiocese of Baltimore	7,303	6,026	--	--	--	13,329
Archdiocese of Washington	3,907	2,661	--	--	--	6,568
Diocese of Wilmington	211	99	--	--	--	310
Independent Schools	2,133	1,361	--	--	---	3,494
Total Institutional Schools	2,425	1,155	--	--	--	3,580
Department of Corrections	310	46	--	--	--	356
Department of Juvenile Services	1,277	993	--	--	--	2,270
Department of Mental Hygiene	838	116	--	--	--	954

TOTAL COLLECTIONS TITLE II ESEA FY 66- FY 72

Total Public	1,048,460	424,512	20,417	8,237	3,493	1,505,119
Schools	1,031,743	393,554	20,417	8,237	2,448	1,456,399
System Level	16,717	30,958	--	--	1,045	48,720
Total Private Schools						
Archdiocese of Baltimore	113,248	45,562	--	--	--	158,810
Archdiocese of Washington	54,529	29,302	--	--	--	83,831
Diocese of Wilmington	4,010	1,201	--	--	--	5,211
Independent Schools	40,704	14,347	--	--	--	55,051
Total Institutional Schools	12,112	4,753	--	--	--	16,865
Department of Corrections	1,750	190	--	--	--	1,940
Department of Juvenile Services	6,464	2,209	--	--	--	8,673
Department of Mental Hygiene	3,898	2,354	--	--	--	6,252

ESEA II TOTAL ALLOCATIONS FY 66- FY 72

TOTAL	$ 9,857,118.10
Public Schools	8,283,367.30
Private Schools	1,435,169.20
Institutional Schools	136,714.10

these reports.

There were informal conferences with school library/media personnel from the local educational agencies, librarians, administrators, and federal coordinators. Since the new State Plan for libraries spells out specific objectives, evaluation was made in FY 72 in relation to State priorities.

The evaluation reports from the LEA's for collection of information to aid in the preparation of this report were most helpful.

C. Dissemination

1. What new and creative techniques were used to disseminate information about the Title II program to school administrators, school board members, and other influential groups?

The ESEA, Title II, guidelines, Maryland Program and Operational Procedures for Title II of the Elementary and Secondary Education Act of 1965 as amended, were distributed to each local educational agency's superintendent, to federal coordinators, and to the persons responsible for school library/media programs. Each independent private school participating received the guidelines and all related materials. The two archdioceses' superintendents and coordinators also received the ESEA, Title II, information.

Dissemination of information about ESEA, Title II, is given at the periodic library/media supervisors group meetings.

Many of the local educational agency school library/media personnel, the archdiocese coordinators, and the Title II Administrators were asked to speak at Parent-Teacher Association meetings throughout the State.

Brochures from the Division of Instruction, Maryland State Department of Education, gave credit to ESEA II funds, as did some of the LEAS'

publications. Copies are enclosed with this report.

Quotes from LEA reports are as follows:

"...records kept by media specialists...other evidence is mostly subjective observation by principals and supervisors."

"Discussions with principals, faculties, and media center personnel often focus on evaluation of policies and procedures that place barriers between students and materials and every effort is made to remove such restrictions."

"Librarians work closely with school administrators and teachers to identify individual school needs under the various projects and purchased both print and nonprint materials."

"Title II has helped make students, teachers, librarians, and administrators more acutely aware of the selection process."

"The county supervisory staff devoted a meeting to the discussion of the Statewide priorities. Principals were then requested to review the needs of their schools in these areas and submit requisitions to meet deficiencies."

2. To what extent was the relationship of the Title II program to the Right to Read effort interpreted to the educational community and the general public?

All local supervisory personnel responsible for school library/media programs were informed of the Right to Read effort and it was their responsibility to interpret the program to the local educational community and the general public. The Maryland Congress of Parents and Teachers established a program related to the Right to Read effort.

The Division of Instruction has worked closely with Reading Supervisors and the public in their Right to Read programs.

Title II resources continue to be supportive of some of the special

programs carried on in the system as noted below:

"Right to Read teams, in selected schools, include the librarian as a vital person in making reading come alive to our students."

"During 1971-72, twenty elementary schools received Title II Funds under a reading project. Although the materials have been in the schools only a short time, reading resource teachers report that they have already had a great impact on the reading programs in the schools."

"Provide a twenty-five minute 'everybody reads period' in all sixth grades and in two junior high schools, thus promoting use of materials."

"Riverview Junior High Everybody Reads Project and Project Colonel at the Colonel Richardson Junior High are attempts to improve reading skills not only in normal 'reading reading' but also in other subject content areas."

"As a result of the Title II grants, the Library Department has thoroughly investigated to find quality materials in spotlighted areas such as Reading Motivation..."

"Children from economically disadvantaged homes seldom are provided with adequate reading materials in their homes. Through special priorities for Reading, Title II has helped supply many more reading items for these children. The motivation to read, as well as the books themselves, has been encouraged by media purchased under Title II."

"Easy readers are available to children who might otherwise not know picture and story books. Media for storytelling motivate reading and further language experiences such as writing."

"Teacher observation has shown that many first graders knew the alphabet and could do simple reading."

"ESEA, Title II, funds purchased paperback libraries for teachers

in the 5th and 6th grades at Dennett Road School to foster an individualized program there."

"ESEA II assisted in piloting in Distar Reading program at the Center Street School for low level readers."

"The items purchased enabled schools to purchase many new attractive books and materials that encourage students to read and enjoy books."

"Title II resources have encouraged children to develop new interests, reading tastes, and good reading habits."

"Title II has provided extra money for books and audiovisual materials to enrich our present curriculum. The Right to Read Program has been helped by having more materials on various reading levels."

"Children read more because there is material within their experience and background."

"It has promoted interest in providing innovative programs in the area of reading." The Everybody Reads Program proposed for the Sudlersville Middle School is an outcome of the contribution of Title II."

"Paperbacks provided greater variety of reading and supplied multiple copies."

"In 1970-71 Title II made possible the daily free-reading program at Stephen Decatur High School, which, we feel, had a good impact on the entire school."

"...we used our Title II funds to purchase materials for our students in their free reading program. This is a highly successful program in our two high schools and two middle schools." (Talbot County)

"Paperbacks on an extensive scale were used for the first time during the school year 1971-72."

"Many of the paperback materials which youngsters were reading during our free program, we used as a basis for some creative writing."

"The paperbacks purchased as part of the Title II program covered a wide range of reading. This meant that many of our youngsters who lacked skills in reading were able for the first time to read some of the materials which were being provided."

"Our general impression was that our students at the secondary level read much more than they had in the previous years when paperbacks were not readily acceptable."

3. What has been the reaction of the educational community and the general public to the Title II program?

The following comments indicate the reactions in the educational community and the general public to the Maryland ESEA, Title II program:

"Not only do these materials serve to strengthen the instructional program, but circulating all kinds of materials and approporiate equipment for use at home extends their value past the school day. Therefore, the materials made available through Title II not only enrich the school program of the child, but his life outside of the school facility."

"Innovative use by the individual librarians included a Parents Learning Hour...a combination of community resources and library resources, with follow-up evaluation by the librarian."

D. Needs

1. What evidence do you have from your needs assessment and evaluative data of the most critical needs for instructional materials? Grade level and type of material?

Varying comments indicate the following areas, levels, and types of instructional material:

Subject Area

1. Reading

2. Multi-ethnic curriculum including human relations and world cultures
3. Career development and vocational skills, especially in communication, health
4. Languages, especially Spanish
5. Ecology: Environmental studies
6. Urban affairs
7. Drugs: drug abuse and drug awareness
8. Family life
9. Humanities - art, music, literature
10. Consumer education
11. Law and human rights
12. Mathematics
13. Industrial arts
14. Special education

Grade level and types of materials

1. Easy material for older slow readers: high interest - low vocabulary
2. Picture books for early childhood education students
3. Paperbacks at all levels
4. Non-book media: tapes (cassettes and reel-to-reel), 16 mm films, film loops, film strips, records, study prints, video tapes, transparencies
5. "In depth" material in all subject areas to meet the needs of all students
6. Middle grades, probably the most critical, especially where school organization has changed considerably in the immediate past
7. Secondary grades where mini-courses are developing and/or where individual prescribed instructional programs are being implemented

8. Individualized instruction and team teaching learning stations at all levels
9. More pamphlet material on current issues such as ecology, drugs, etc., at all levels of readability

"Title II has contributed 'things' and has helped us to implement 'ideas' not previously possible. We are far from achieving a 'full range of' materials."

2. What manpower needs for school media programs exist at the State level? District level? School level?

State level

1. Additional staff to do field services in the systems without bonafide library/media supervisors.
2. Additional consultative staff to work with school library/media personnel at the local educational agency levels.
3. Expansion of the educational technology staff to assist local educational agency personnel to design, promote, and establish effective programs.
4. A specialist to work with Ethnic and Cultural Minority Materials.

District level

1. Only eleven of the twenty-four local educational agencies have a school library/media supervisor. Some counties need to employ supervisors of library/media personnel.
2. Several systems with a director or supervisor need additional assistance.
3. Several systems need graphics staff and other specialists.
4. All report the need for additional clerical staff.

Local School level

Currently there are 1,079 librarians employed in the Maryland public schools; 629 of these are in elementary schools. The greatest need is for elementary school personnel in the systems which employ no qualified professional persons in this area. Other than this, the greatest need is for aides and technicians; however, local school systems are reluctant to employ them as the State aid formula provides no salary assistance for persons in these categories. Clerical assistance is provided in the large schools.

Name and Title of the State ESEA Title II administrators:

Naomi W. Butler 4/73
Rosa L. Presberry 4/73

Naomi W. Butler, Specialist, School Media Services

Rosa L. Presberry, Specialist, School Media Services

SECTION 2 - REPORT OF THE STATE SCHOOL MEDIA SUPERVISOR(S)

A. Program Development

1. Estimate the number of media specialists, technicians, and aides who we employed during the fiscal year as a result of Federal programs of financial assistance to local school media programs. Describe any significant changes from previous fiscal years.

Reports from the local educational agencies indicate that some of them did employ media specialists, technicians, and aides as a result of federal programs.

Allegany County - "The number of library aides was expanded from two (2) to four (4) at the elementary level. Fiscal year '73 it will be increased through local funds."

Baltimore City - "Library Resource Specialists - 2
Media Specialists - 13
Library Assistants - 4
Library Aides - 57"

Caroline County - "No federal funds permitted for employment of personnel. Have need for maintenance man to keep equipment functioning."

Cecil County - "Under ESEA Title I Project 5 - 72, four (4) additional teacher-aides were hired for 169 days to work one-half day, each day including three (3) full days at an inservice training workshop. These aides worked with Title I children in media centers of the four schools having the largest percent of Title I children enrolled."

Charles County - "No staffing. Probably full-time librarians were orginally encouraged in order to gain Title II funding."

Garrett County - "One teacher librarian - Dennett Road Elementary. One reading resource Teacher - County. Each of these personnel was employed with County funds to use better equipment and materials purchased with Federal funds."

Talbot County - "We have not employed any additional specialists as a result of Federal funding under Title II."

Washington County - "None other than one person employed under the PEP program to coordinate public information telecasts closed circuit television system." (PEP - Public Employment Program)

Wicomico County - "The number of aides in the elementary libraries has not increased but the times that the aides could devote to library work has in some instances increased."

Worcester County - "One library aide was employed during school year 1971-1972 as a result of Federal Assistance Programs. The county has assured the cost of other aides. We have not reduced the number."

2. Describe examples of the inservice programs and consultative services you have provided on the selection, organization, and use of materials acquired under the Title II program.
   1. High School and elementary supervisors were advised of Title II regulations and guidelines and provided inservice sessions to principals and librarians.
   2. The Title II coordinator visited and consulted with responsible personnel in all schools regarding Title II.

3. County meetings have been held throughout the year by the supervisor.
4. Committees were organized to make lists of recommended books to order for ethnic groups and a variety of reading materials for all levels of children.
5. All supervisors and teachers were included in the selection of materials to supplement curriculum.
6. The county Professional Media Center purchased materials with Title II funds. Materials were delivered to schools daily by a small parcel delivery service.
7. The State Department provided the LEA with additional book lists of recommended materials.
8. The School Media Services Section of the State Department provided consultants in the area of ethnic and cultural minorities. In the supervisory office a file is kept of all applicable materials. Commercial agents provided preview materials for Title II. State Guidelines for the selection of ethnic and cultural media are helpful.
9. The State Supervisor of Early Childhood Education held two inservice meetings with teachers; the local supervisor of primary and elementary education consulted with teachers and principals for suggestions on the selection of materials; this supervisor provided assistance to teachers on an individual basis for the use of these materials; a newsletter was distributed showing how teachers used these materials; and beginning September 11, 1972, a 15-week inservice program in reading was begun where many of these materials will be demonstrated.
10. During the school year 1971-1972, teachers in each school met with librarians and selected materials related to the priority categories defined by the ESEA, Title II, plan for Garrett County.

11. During the summer of 1972, supervisors, administrators, teachers, and students developed a K-6 curriculum integrating the social studies, the sciences, the humanities, and career education entitled Man-His Environment, His Culture, and His Work. Media materials and selection were an integral part of the workshop.

12. Two teachers from Northern High School were selected as a team to attend the center for Media Understanding in New York City during the month of July 1972. Much of this workshop involved selection, using, working, and organizing media materials and equipment.

13. Preview week was held to provide opportunities for faculty groups to see materials before ordering. Assistance was given to schools in organizing materials that were acquired. Inservice programs were conducted at the school level to acquaint teachers with the materials that had been purchased and their possible uses.

14. The county supervisory staff devoted a meeting to the discussion of the three Statewide priorities. Principals were then requested to review the needs of their schools in these three areas and submit requisitions to deficiencies.

15. Workshop for Library Aides was held in the spring for the purpose of previewing audiovisual media on ethnic cultures. Five companies supplied the county with sound filmstrips, recordings, cartridge films, prints, etc. Each aide was provided a copy of evaluative criteria for use in previewing and selecting media. About ten principals were in attendance at the workshop.

16. Inservice training on cataloging and organization of materials has been given to all library aides. Each aide was presented a copy of step-by-step procedures to follow in processing all audiovisual media. Individual instruction was given to all aides requesting the service.

As some materials were late in arriving in some schools, that service will be available again this year.

17. The State School Media Services Section provided bibliographic materials to aid in ordering materials relative to "Ethnic and Cultural Minorities" and "Environmental Education" - two main priorities.

18. A general meeting was held for all school librarians and principals who were to receive materials for the purpose of developing project objectives. Program designing and evaluation were also a part of this workshop. Individual consultation was provided during the time that orders were being written.

19. There was preview and evaluation of films which were to be selected for curriculum needs.

20. There were conferences with librarians, department heads, and principals for selection of materials relevant to the needs of students in the schools and organization of lists by library specialists to aid schools in selection of materials to meet the unique qualities of each school.

Input was obtained from groups of librarians during special meetings held to obtain their interpretation of the needs of students and levels of materials within schools.

Compilation was made by joint efforts of all elementary librarians of multi-media bibliography to support the themes of the revised social studies program (Urban Scene: Challenge and Change, Concept Two). This materials was made available to all city elementary schools.

21. Title I consultants in inservice meetings gave encouragement and recommendations for purchases of materials in early childhood education. Implementation of the grade six reading project received impetus from inservice work at two junior high schools.

3. In what ways has the Title II program contributed to the selection of materials of high quality which are appropriate for the children and teachers in public and private schools who use them?

Although the State ESEA, Title II, Administration work with school library/media personnel at the local education agency level, the selection and choice of materials is at the individual school level. Therefore, it is necessary to seek responses to this question from some of the supervisors. Their comments are:

"Title II has made supervisors, principals, and teachers more aware of the caution and care necessary in selecting books for students. Title II guidelines are very clear and funds cannot be used for general purposes. Through Title II we require high quality selection which is well-supervised."

"Extra films always insure that you can provide high quality materials - you never have to settle for second best because of lack of funding."

"Provided funds. Provided reading lists and nonprint materials which are recommended."

"Books were purchased from lists of specific purposes recommended by skilled and knowledgeable teachers and supervisors."

"Title II has helped to place the focus on areas of need. As a result of Title II grants, the Library department has thoroughly investigated to find quality materials in spotlighted areas such as Reading Motivation and Ethnic and Cultural Minorities."

"Title II provided funds for the variety of worthwhile and appropriate materials for the children and teachers that would otherwise not have been made available."

"By having priority categories in Early Childhood Education, Reading, Drug Education, and Man-His Environment, His Culture, and His Work, materials were selected to upgrade these areas. This allowed better materials and an in depth approach heretofore not achieved in Garrett County."

"Involving students also contributed to the selection of materials which youth consider relevant."

"Involvement of the personnel from Media Services Section, Maryland State Department of Education, also contributed greatly to improved and higher quality selection."

"It has enabled us to secure materials that gave depth to learning. We have secured a wide range of subject area materials which has helped teachers to meet individual and group needs more effectively."

"During the year just ended, that is the fiscal year 1972, we used our Title II funds to purchase materials for our students in their free reading program. This is a highly successful program in our two high schools and two middle schools."

"The availability of Title II funds made it possible to double the quantity of materials that were purchased for the schools."

"This past year all ESEA funds were spent on improving the print and nonprint materials on ethnic minorities in the media centers in the elementary schools. The Title II program made it possible to support the curriculum and the emphasis being placed on ethnic cultures."

"This year we purchased with some Title II funds our first 8 mm social studies films to implement Man: A Course of Study which we are placing in all sixth grades in the County. Due to cost, we have done very little purchasing of films of any kind heretofore. Title II made this possible."

4. To what extent have you been able to use on-site visits to assist in project development and evaluation and in relating the project planning to State and local objectives?

The Maryland State Department of Education, Division of Library Development and Services, School Media Services Section, has the responsibility of working cooperatively with the twenty-four (24) local educational agencies in providing leadership through consultative service, inservice programs, and field services.

During the early part of fiscal year 1971-1972 specialists from the Maryland State Department of Education, Division of Library Development and Services, visited each local educational agency to explain changes in ESEA, Title II, funds.

The revised State plan for Elementary and Secondary Education, Title II, which was approved by the State Board of Education in June 1971, stipulates that funds made available to the State will be spent to provide materials related to educational priorities which have been identified by the State and local school systems. Specialists visited many local educational agencies to provide assistance and counsel in identifying priorities, project development, and to speak about State and local objectives for library/media program improvements.

Specialists of the School Media Services Section helped the Division of Instruction to purchase professional books for Reading Workshops, Summer 1972. Participating in the Environmental and Drug Awareness Conferences gave each specialist the opportunity to help with selection of materials.

The School Media Services Section visited each local educational agency during the fiscal year to observe strengths and weaknesses of each in order to better serve as consultants to each local educational agency. The ESEA, Title II, administrators of the School Media Services Section, Division of Library Development and Services have provided the opportunity for additional review and work within each local educational agency. The advisory Committee, ESEA II, is another group which assists the School Media Services Section staff in program development and identifying needs.

5. What efforts have you made to encourage administrative and scheduling practices that permit free and easy use of materials of all kinds?

The local educational agencies set their own policies regarding scheduling practices permitting free and easy use of materials. Personnel responsible for school library/media programs were encouraged to work cooperatively with the local school librarians/media specialists and school administrators to establish free and open library/media programs. Some methods follow:

1. Personnel are supporting an expanded professional and para-professional library staff which should give free and more accessible use of library materials.

2. Some teachers and administrators were involved in the selection of all Title II materials.
3. Materials housed centrally have been cataloged and brochures are being distributed to all teachers.
4. Supervisors have sent notices to teachers and have held workshops in the summer for teachers to review the materials which have been purchased.
5. Many elementary schools operate on a totally flexible schedule, and all schools, both elementary and secondary, are moving in this direction.
6. Personnel have encouraged loan of central library materials on classroom basis.
7. They have encouraged promotion of learning centers using print and nonprint materials.
8. Aides keep the media center open when Media Center Specialists are responsible for more than one school.
9. Open scheduling and accessibility to materials and facilities continue to be objective for the school media center program. Discussions with principals, faculties, and media center personnel often focus on evaluation of policies and procedures that place barriers between students and materials and every effort is made to remove such restrictions.
10. Schools are encouraged to eliminate rigid class library periods in favor of flexible scheduling.

B. Evaluation

1. What is your evaluation of the impact of Title II in developing unified school media programs where a full range of materials is organized and made available for students and teachers?

The impact of Title II in the development of unified school media programs is evident in Maryland schools. Quotations from reports are given below:

1. "Title I, Title II, and Title III have been extremely influential in unifying media programs for: (1) the county through the establishment of the Instructional Media Center; (2) centralization of libraries at individual schools and establishing school media centers, and; (3) providing a full range of materials for gifted, average, and disadvantaged children."
2. "Title II has had a great impact on many programs and on the development of new programs."
3. "Although students, teachers, administrators, and supervisors are encouraged to make purchase suggestions at local and district levels, special projects such as Title II always adds emphasis not just to the project but to the entire media program."
4. "The increased number of materials made available by Title II has caused both administrators and teachers to recognize the overall value of unified media services. For this reason, Title II has made a great contribution to the development of unified services."
5. "The availability of a variety of high quality materials was and is appreciated and realized by the teachers and students who look to the Media Center Specialist and aides for help and guidance in the use of these materials."
6. "Owing to the guidelines of Title II, many programs have been opened and provided with better balance in print-nonprint as well as coverage in areas that might otherwise have been neglected. Students and teachers are encouraged to utilize materials widely as a result of evaluating guidelines dealing with circulations."

7. "Title II materials have helped make kindergarten a part of the total program."
8. "The Title II program provided additional funds to increase the number and variety of resources available to support instructional programs. Media Specialists worked closely with school administrators and teachers to identify individual school needs under the various projects and purchased both print and nonprint materials. Choosing the best format or variety of formats to present specific information has helped librarians and teachers to be more definitive in identifying instructional objectives and the resources needed to meet these objectives. Organizing these materials for easy accessibility and by subject classification has contributed to more unified programs."
9. "Without Title II funds it would have been impossible for schools to acquire the wide range of materials to meet specific curricular and pupils' needs. The quality of the collection for the media centers has improved. It has encouraged, supported, and increased the use of learning centers."
10. "Title II funds have enabled the building of larger collections, broader in scope, to meet the many varied needs of an expanded curriculum."

2. To what extent, in your opinion, have various types of materials been introduced in schools for the first time; e.g., 8 mm films, art prints, microfilm, paperback books, transparencies?

Most of the schools have utilized all of the materials indicated. However:

1. At the high school level the reader-printer microfilm has been initiated. At the elementary level, Title II has influenced the use of nonprint material in curriculum instruction. Title II has

also made it possible to concentrate materials on certain subject areas; e.g., career education and reading.

2. Title II funds have made possible a wide variety of materials both in the school media centers and the professional media center. Because of other priorities limited county funds restricted the purchase of art prints, transparencies, 8 mm films, etc.
3. These media were already being utilized but must have been encouraged originally by Title II funding.
4. Schools which receive Title II allocations strengthened their collections of paperbacks, transparencies, art prints, and 8 mm film.
5. Paperbacks on an extensive scale were used for the first time during the school year 1971-1972.
6. There has been a significant trend on the part of schools to include in their Title II requisitions materials other than the conventional hardback library books.
7. Additional funds have made it possible to introduce this varied media in the schools. Some open-space schools are now using 8 mm films. Purchasing paperbacks in many of the schools has provided multiple copies to meet small group instruction.
8. Title II has encouraged the purchase of new types of materials, especially 8 mm films.

3. What evidence have you of the impact of school library resources acquired under Title II in educational programs that stress individualization, inquiry, and independent learning in elementary and secondary school subjects?

The evidence of this is visible when the School Media Specialists visit and observe these avtivities in the elementary and secondary schools.

1. A review of the individual Title II projects and the list of Title II

materials purchased, would evidence individualization and concentration at both elementary and secondary levels.

2. Reports from schools indicate that new projects and programs designed to meet individual student needs are now being implemented because materials have been acquired with Title II funds. Many of these would have been impossible without the additional resources.
3. Improved classroom teaching stressing individualization, inquiry, and independent learning was possible because of the media center skill training program for all students and the availability and organization of materials for student and teacher use.
4. It is most evident that Title II has been of tremendous help in individualizing instruction and in innovative programs in that it provided for a great variety of materials well beyond the limits of even multi-textual approaches. It permits a longer range of print and nonprint resources for research and teaching that no instructional program alone could provide. Students may work in the media center at their own rate of learning, using a variety of nonprint media.
5. Resources acquired under Title II have provided a variety of materials to be used in group instructional situations as well as in independent study.
6. Individualized study which demands additional resource materials is financed almost exclusively with ESEA, Title II, funds.
7. Title II materials have enabled schools to set up interest centers and to provide opportunities for individualized and independent learning.
8. In open space schools where individualized instruction and independent learning are stressed, media centers are developing at a greater pace to meet the demands of the open space techniques in contrast to

the methods in the traditional classroom. Teachers' requests for different kinds of media have been greater.

9. The acquisition of Title II materials has provided some schools with sufficient materials on a single subject to provide all the students in a single classroom with a large enough variety to pursue projects and individual interests.

4. To what extent has Title II contributed to school programs of innovative curricular and instructional techniques, especially creative projects in the field of reading, through the provision of printed and audiovisual materials? Describe briefly representative programs which you would recommend for observation and evaluation.

The following:

In Baltimore County, twenty elementary school received Title II funds under a reading project. Although the materials have been in the schools only a short time, reading resource teachers report that they have already had a great impact on the reading programs in the schools.

Caroline County reports two schools, Riverview Junior High Everybody Reads Project and Project Colonel at the Colonel Richardson Junior High, are attempts to improve reading skills not only in normal "reading" but also in other subject content areas.

Montgomery County reported several schools that had creative projects and are available for visitation. They are Twinbrook Elementary School, New Hampshire Estates, Edward V. Taylor Elementary, and Gaithersburg Senior High School.

Other programs of special interest that the School Media Specialists visited or conferred about are reported as the local educational agency

personnel wrote:

> "It has promoted interest in providing innovative programs in the area of reading. The Everybody Reads Program proposed for the Sudlerville Middle School is an outcome of the contribution of Title II."
>
> "The Walt Disney Animal Box provides film loops and illustrated material which stimulate children to do independent study concerning various animals."

In 1970-71, Title II made possible the daily free-reading program in Stephen Decatur High School, Worcester County, which has a good impact on reading in the entire school. Title II made possible the initiation of Man: A Course of Study in all the sixth grades in the system. MACOS has definite implications in the field of reading.

During FY 72 four Special Purpose Grant projects were approved. They were grants made in the area of reading to the four regions of the State. The Maryland State Department of Education conducted workshops to train teachers to teach model reading courses in their local educational agencies.

The Division of Library Development and Services provided the funds for materials used in the workshops. These materials are deposited in designated system level media centers in each of the four regional areas of the State. Within each region, the materials may be borrowed by the school systems for use as resource materials in teaching the Maryland State Department of Education model reading courses.

5. In what ways has Title II supported special educational programs such as those for pupils in hospitals, correctional institutions, and schools for the mentally and physically handicapped; bilingual and early childhood

education; instruction in the area of social problems, such as drug abuse and environmental/ecological education?

Local personnel responsible for school library/media centers informed our office that:

"Title II programs have concentrated on reading, media centers, disadvantaged children (K-6), and career education in Allegany County."

"In Carroll County ninety-nine percent of the year's Title II funding was spent on early childhood education, ethnic group problems, and ecology education."

"Caroline County used Title II funds for early childhood education at the Ridgely School. New mini-courses in environmental education ordered by Title II funds were started."

"The most exemplary use of Title II funds in the area of developing social awareness has been through improvement of human relations. Toward this end, special materials in all media have been gathered to cover the subject of Ethnic and Cultural Minorities. In studying and selecting materials, specialists have developed a concern for better human relations. The media itself has, ultimately, helped in discussions of problems and the development of answers in Charles County."

"A special grant was awarded this year to provide selected materials for a reading workshop held for teachers over the summer. Non-readers in Charles County's dialect-speaking population will benefit from this."

"Frederick County used all of its Title II funds for early childhood education."

"ESEA Title II funds were used at Swan Meadow and Yoder in Garrett County to provide materials in German, the Mennonite and Amish native tongue."

"Montgomery County's Title II funds are used to purchase materials for the support of special programs in all the areas. The bilingual materials contributed to improve understanding of people of different ethnic and cultural backgrounds. Early Childhood materials...made those programs meaningful to students and provided resources for teachers to use in developing instructional activities."

"Resources purchased for evaluation and selection in the above subject areas enabled special inservice workshops and opportunities for librarians and teachers to examine materials and plan wise utilization in teaching and learning programs. New films provided visual learning experiences for students in these special programs."

6. What evidence have you of the impact of school library resources acquired under Title II in improving instructional programs for educationally and economically disadvantaged children, especially those with major reading deficiencies?

Through the efforts of the Consultant in Reading for the Maryland State Department of Education emphasis has been placed on the area of reading throughout the State. Since funds were not provided for the Right to Read effort or for special reading programs, Title II funds were utilized to acquire materials and support programs in reading. All types of materials, both print and nonprint, were purchased. Great efforts were made to secure high interest-low readibility materials. Nonprint materials, especially tapes (reel-to-reel cassettes), have been used to improve programs for educationally and economically disadvantaged

children.

Title I schools generally have emphasis on materials in reading and many Title II funds have been instrumental in helping to provide materials that realistically meet the needs of children with major reading deficiencies. Head Start programs have also helped the children described in this question.

Allegany County provided the following information regarding this item as an example of the types of improvement in instructional programs for economically and educationally disadvantaged children.

"During the 1971-1972 school year Title II funds were used to support the Title I, Elementary and Secondary Education Act, project. Additional library aides were also used to foster the program in reading for children with reading deficiencies. A program evaluation is presently being developed which indicates reading improvement."

"In Charles County children from economically disadvantaged homes seldom are provided with adequate reading materials in the home. Through special priorities for Reading, Title II has helped supply many more reading items for these children. The motivation to read, as well as the books themselves, has been encouraged by media purchased under Title II."

"Easy readers are available to children who might otherwise not know picture and story books. Media for story telling motivates reading and further language experience such as writing."

"Many books, films, filmstrips, records, and tapes were purchased to assist the educationally disadvantaged to become less disenchanted with school. Standardized test results show some improvement because of

efforts made by teachers and the use of these materials on a lower level than regular class materials."

"Greater attention is being given by teachers to individualization and diagnosis for the educationally disadvantaged student in Montgomery County."

"In St. Mary's County disadvantaged children have the opportunity to take home a greater variety of materials. Books have been purchased in great quantities due to the overwhelming need for easy-to-read materials. The purchase of 16 mm literature films for K-3 has given great impetus and desire to read to the disadvantaged child. Knowledge of book characters as friends has been stressed and these children can talk freely and with knowledge about such characters."

In 1972, the School Media Services Section of the Division of Library Development and Services focused its attention on the media center and information needs of the disadvantaged. This year, the State priorities in this area were reading, the understanding of ethnic and cultural minorities, and early childhood education. All three priorities have a bearing on the education of disadvantaged children, and schools throughout the State applied for funds to purchase materials in the priority areas.

Local priorities are also considered in the allocation of the ESEA funds, and some Special Project Grants have been used for the purchase of library materials in the area of drug education, environmental education, bilingual studies, and family life and human development. These, too, have been used in disadvantaged areas as well as in other schools.

7. Were any revisions made in the State standards for school library resources during the last fiscal year or are any planned for the near future? What progress have elementary and secondary schools of the State been able to make since 1965 in meeting standards? How has the Title II program contributed to this program?

The selected statistics below show progress made during the six-year period.

	1965	1972
Percent of public schools in the State with media centers	84.6	95.6
Percent of public school pupils in schools with media centers	94.3	98.6
Public school librarians and audiovisual specialists	455.0	1,079.0

In January 1972, copies of the bulletin Criteria for Modern School Media Programs were distributed to members of the Maryland library community. The criteria are standards which provide incentives and guidelines for schools which are incorporating new educational approaches in their curricular programs. The media program is meant to be a cooperative effort in learning and teaching for both students and teachers.

The criteria describes the evolution of media centers, provides definitions of all terms, and explains responsibilities of the Division of Library Development and Services, School Media Services Section, to other Divisions in the Maryland State Department of Education and to local school systems. The bulletin also indicates media services which each school system should make available to its schools and the services, staff, collections, and facilities which each individual school media center should provide. The only measurement of the impact of Title II is usage. The circulation of materials has increased over the previous year.

Name and Title of State School Media Supervisor(s)

Naomi W. Butler 4/73
Rosa L. Presberry 4/73

Mr. David R. Bender, Assistant Director, School Media Services Section

Mrs. Naomi W. Butler, Specialist in Federal Programs

Mr. James H. Joy, Specialist in Field Services

Mrs. Rosa L. Presberry, Specialist in Special Programs

Mrs. Estelle B. Williamson, Specialist in Field Services

SECTION 3 - REPORT OF STATE SUPERVISORS OF INSTRUCTION

1. To what extent did you participate in the formulation and implementation of the Title II program objectives?
2. What evidence do you have that Title II has had an impact on increasing and improving the instructional resources in elementary and secondary areas?
3. To what extent did you assist teachers in selecting and utilizing printed and audiovisual materials to support special programs for children with reading deficiencies; early childhood and bilingual programs; instruction in the area of social problems, such as drug abuse and environmental/ecological education?
4. Give examples of how the use of materials provided under Title II has supported educational programs that stress individualization, inquiry, and independent learning in elementary and secondary school subjects?

This area of the report was discussed with the consultants/specialists in the Division of Instruction who were involved in the areas of concentration. The Maryland State Board of Education set priorities which consisted of reading, ethnic and cultural minorities, early childhood education, family life and human development, career education, and drug awareness. Therefore, certain instructional specialists worked with the ESEA, Title II, administrators in developing and implementing program objectives. The local educational agencies utilized the expertise of the special consultant or specialist in the Division of Instruction along with the Title II Administrators.

The materials purchased by the local education agencies and the materials to be placed on loan in the private schools will be available for use during the school year 1972-1973.

Once the projects arrived in the School Media Services Section, conferences were held with the individual specialist from Instruction. If the project was satisfactory, it was funded for the highest amount possible. In most cases the specialist in the specific subject area assisted the local education agency with the selection of material and the wise use of the funds available. The area of program, local educational agencies, and the amount of each are as follows:

Allegany County	Reading	$ 37,009.00
Anne Arundel County	Drug Awareness and Career Development	121,782.00
Baltimore City	Reading	100,359.00
	Ethnic and Cultural Minorities	206,850.00
	Drug Awareness	11,600.00
Baltimore County	Reading	23,000.00
	Ethnic and Cultural Minorities	137,888.00
Calvert County	Reading with emphasis in Early Childhood Education and Ethnic and Cultural Minorities	17,019.77
Caroline County	Reading	7,900.00
	Ethnic and Cultural Minorities	6,000.00
	Family Life and Human Development	2,583.00
Carroll County	Reading	10,018.07
	Ethnic and Cultural Minorities	2,038.11
Cecil County	Reading with emphasis in Early Childhood Education and Ethnic and Cultural Minorities	31,049.00

Charles County	Reading with emphasis in Ethnic and Cultural and Early Childhood	30,434.00
	Ethnic and Cultural	3,000.00
Dorchester County	Reading	11,233.10
	Ethnic and Cultural	2,284.50
	Early Childhood	1,934.40
Fred-rick County	Early Childhood	34,818.00
Garrett County	Reading	1,377.00
	Ethnic and Cultural	1,008.00
	Early Childhood	1,165.00
Harford County	Reading	59,072.00
Howard County	Reading	8,550.00
	Combination of all priorities	16,317.65
Kent County	Reading	900.00
Montgomery County	Reading	41,200.00
	Ethnic and Cultural	25,800.00
	Early Childhood	13,500.00
	Family Life and Human Development	24,186.00
Prince George's County	Reading	174,742.53
	Ethnic and Cultural	30,555.08
	Career Education	9,609.02
Queen Anne's County	Reading with emphasis in Ethnic and Cultural, Early Childhood, and Careers, Environmental Education	14,644.00

St. Mary's County	Reading	37,119.00
Somerset County	Reading	8,121.09
	Ethnic and Cultural	4,238.57
	Early Childhood	1,984.61
	Family Life and Human Development	663.68
	Drug Awareness	602.05
Talbot County	Reading	9,660.00
Washington County	Reading with emphasis in	
	Early Childhood	30,205.00
	Ethnic and Cultural	14,326.00
Wicomico County	Ethnic and Cultural	11,290.00
Worcester County	Ethnic and Cultural	8,895.00

Special Purpose Grants for the Reading Priority were awarded as follows:

Anne Arundel County	$450.00
Carroll County	450.00
Charles County	450.00
Talbot County	450.00

Professional Materials were purchased for use in Reading Workshops sponsored by the Division of Instruction. They became the property of the above listed counties but are to be shared by the area of the State in which the county is located. Ethnic and cultural source materials listed for the new guidelines for Ethnic and Cultural Minorities will be purchased to be used at each local educational agency level, each archdiocese center, and several for use by the independent schools. The private schools were eligible to apply for the loan of materials for the same areas. If they received approval of their project, selection source lists were sent to them from the Division of Library Development and Services, along with

instructions for placing orders through the Montgomery County processing center. A summary of the private school grants for loan of materials follows:

Reading	
22 schools in Archdiocese of Baltimore	$ 42,912.00
16 schools in Archdiocese of Washington	13,732.00
4 schools in Diocese of Wilmington	1,757.50
21 Independent Schools	7,400.00
Understanding Ethnic and Cultural Minorities	
3 schools in the Archdiocese of Baltimore	7,000.00
15 schools in the Archdiocese of Washington	13,116.00
15 Independent Schools	4,766.25
Early Childhood Education	
1 school in the Diocese of Wilmington	175.00
5 Independent Schools	1,076.25
Family Life and Human Development	
1 school in the Archdiocese of Baltimore	2,000.00
1 Independent School	278.75
Reading with emphasis in Ethnic and Cultural Minorities	
3 Independent Schools	1,747.50
Reading with emphasis in Early Childhood Education	
3 Independent Schools	442.50
Combination:	
6 Independent Schools	1,469.50

The entire program required a cooperative effort among the Division of Instruction, Division of Library Development and Services, the local educational agencies, the coordinators of the two archdioceses, and the individual schools. Reports of all reading projects were submitted to the U.S. Office of Education.

Some comments of the consultants/specialists from the Division of Instruction follow:

Reading -

"ESEA II materials were used in the model inservice training workshops. The Division of Library Development and Services helped to select the materials. Emphasis is now being placed on nonprint materials, as well as print materials."

"Individualized Reading has been introduced into one local educational agency because of ESEA II funds; otherwise this would have been impossible. Several schools here have become models for others."

Ethnic and Cultural Minorities -

"ESEA II funds increased the amount of materials available to the students in the areas of multi-ethnic studies. These materials support the multiplicity of learning possibilities. I worked directly with the LEA's in encouraging and assuring the use of books and nonprint media in the instructional program. Some materials used in schools were recommended in the State bulletin, New Perspectives in Intergroup Education; Kindergarden-Grade Twelve, Division of Instruction, Maryland State Department of Education, Fall, 1971. There has also been increased teacher usage of materials."

Early Childhood -

"Consulted with Library Media Specialists previous to Regional Reading

Workshops. Invited Library Media Services to four Regional Reading Workshops to discuss acquisition and use of materials in the LEA's."

"Conferred with Early Childhood Education Supervisors in regard to the selection, organization and use of materials in relation to their goals in the LEA."

"Materials have been evaluated by supervisors and teachers of reading in Regional workshops - the feeling was that we need more books since our program is having a great impact on a large number of people in Maryland."

"There is evidence in the early childhood program that the interdisciplinary approach is in operation."

"Materials have been placed in a central location so that many people will have access to materials; e.g. - books have been ordered for regions where workshops will be held in reading - materials for early childhood education have been placed in schools where there are several centers."

"Encourages selector (ESEA II) to take another look at the program goals; provokes discussion as to appropriateness of materials which leads to setting up criteria for selection in a glutted market; and it has been possible to select materials on an interdisciplinary basis essential for early childhood education."

Foreign Languages -

"Reviewed ESOL and bilingual education materials acquired under Title II in Montgomery County."

"Suggested additional materials."

"Notified ESOL coordinators, administrators and teachers in LEA's as well as teacher-training institutions of location of materials."

"Title II has provided an invaluable resource, one which had not existed previously, for ESOL and bilingual programs. The collection is particularly useful for the personnel of school systems or schools planning ESOL or bilingual programs."

"Bilingual education programs are limited at present in Maryland but are expected to expand in the future. The existing collection provides a nucleus of materials and resources for this type of program."

Name and Title Of State Area Specialists or General Supervisors

Mr. James Addy, Specialist in Social Studies
Miss Ann A. Beusch, Specialist in Foreign Languages
Dr. Alice Holden, Consultant in Early Childhood Education
Dr. Richard Petre, Consultant in Reading

Signature of Chief State School Officer

JAMES A. SENSENBAUGH

Date

4/73